DOCUMENT RESUME

ED 439 686 IR 019 958

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TITLE	Internet Training Manual for Educators.
PUB DATE	2000-02-00
NOTE	49p.
PUB TYPE	Guides - Classroom - Learner (051)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	*Computer Uses in Education; *Online Searching; Teacher Education; Training; Workshops; World Wide Web

ABSTRACT

A series of Internet workshops funded through the Research Excellence Fund of the State of Michigan and administered by the Projects for Urban and Regional Affairs at the University of Michigan-Flint was provided to all of the educators in Beecher Community School District, Flint, Michigan. Training consisted of 5 two-hour workshops during the beginning of the winter semester of the 1998-99 academic year. This manual is designed to accompany the Internet training workshops. The first workshop introduced the definition and history of the Web and provided instruction on online library and educational database searches, and the use of search engines. The second workshop covered the use of Usenet and newsgroups for information sharing and teaching. The third session presented successful examples of the use of the Web in building rich pedagogical and curricular environments. The fourth and fifth sessions prepared participants to design and produce their own Web pages. Following the completion of the training, participants will be able to: (1) navigate and do searches on the Web using a Web browser; (2) identify legal and ethical resources for determining the legality of options from on-line graphics to copyright law restrictions; (3) identify curricular areas that can be supported well with Web resources, and those that cannot; (4) identify free and commercial sites on the Internet that are available to support specific classes; (5) use the jargon of the Internet; (6) understand how Web pages are designed and the coding that is needed to create these pages; (7) participate in support groups and develop skills that can provide for local district/building needs; and (8) employ effective instructional strategies when teaching with the Web. (Contains a glossary.) (AEF)

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Internet Training Manual for Educators

Li-Ling Chen, Ph.D.

February, 2000

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Introduction

A series of Internet workshops funded through the Research Excellence Fund of the State of Michigan and administered by the Projects for Urban and Regional Affairs at the University of Michigan-Flint was provided to all of the educators in Beecher Community School District, Flint, Michigan. Training consisted five workshops of 2 hours duration each during the beginning of the winter semester of the 1998-99 academic year. The first workshop introduced the definition and history of the WWW and provided instruction on online library and educational database searches, and the use of search engines. The second workshop covered the use of Usenet and newsgroups for information sharing and teaching. The third session presented successful examples of the use of the Web in building rich pedagogical and curricular environments. The fourth and fifth sessions prepared participants to design and produce their own Web pages. This manual was designed for the Internet training workshops.

Objectives

Following the completion of the training, participants will be able to:

1. Navigate and do searches on the Web using a Web browser
2. Identify legal and ethical resources for determining the legality of options from on-line graphics to copyright law restrictions
3. Identify curricular areas that can be supported well with Web resources, and those that cannot
4. Identify sites on the Internet - both free and commercial - that are available to support specific classes
5. Use the jargon of the Internet
6. Understand how Web page are designed and the coding that is needed to create these pages
7. Participate in support groups and develop skills that can provide for local district/building needs
8. Employ effective instructional strategies when teaching with the Web.

Session I

Telesearching

Activity 1: What is WWW?

Definition

The World Wide Web (WWW), also called the Internet, is a network, or web, of files on computers all over the world, connected with hypertext links, always underlined and usually in blue. You select a link by clicking with the mouse.

History

The Internet had its beginnings in the late 1960s and early '70s, when the U.S. government and military were interested in developing computer networks that could survive nuclear attack. They wanted a system in which individual sites could be linked and not are dependent on one another. If Site A and Site Z were linked, they could continue to communicate, even if Site B crashed.

In 1969 ARPANET arrived, a network that had no central control point. It linked only four military research centers, but it grew dramatically in subsequent years, inspiring similar network innovations. By 1980, people were calling this new vessel the ``Internet."

The Internet's teenage years began in 1989. It had grown immensely. All kinds of information and data now coursed through its veins, but it had a problem: PC users had no consistent way to retrieve material. At CERN, the famed particle physics research facility located outside Geneva, Switzerland, researchers began looking for a new method.

In 1990, ARPANET was phased out, and the Internet largely lost its military orientation. The National Science Foundation's NSFNET became the backbone provider to the Internet, which developed an entirely new personality: it has become a friend of ordinary people! What was once the devoted tool of institutions has become the popular tool for students, office workers and families around the world.

As clamor for commercial access to the Internet grew, many small entrepreneurial companies sprang up to provide services. By 1990 several commercial providers had entered the market. Twelve months later, these pioneers started the Commercial Internet Exchange (CIX) to give businesses direct access to the Net. Three years later, commercial vendors totally eclipsed NSFNET.

The market offered no commercial products, so CERN developed a protocol on its own, the Hypertext Transmission Protocol (HTTP) that now graces every Internet home page. CERN also developed an HTTP browser for computer terminals. This was the origin of the World Wide Web.

CERN released HTTP to the public in 1992. In 1993, students at the University of Illinois, working with the National Center for Supercomputer Applications (NCSA), developed Mosaic, a graphical HTTP browser and the first real Web browser. It was an instant hit on college campuses and quickly spread to the business and corporate communities. A few programmers left Mosaic to form Netscape Communications Corp., which today markets the world's most popular Internet browser.

The Web, with its ability to provide user-friendly graphics and text, gave the Net its adult look and feel. Today, the Net has more than 40 million users worldwide. Morgan Stanley, the financial services company in New York, estimates that by 2000 the number will quadruple to 160 million.

But the Internet in its present form was never meant to support that many users. And it certainly was never meant to provide them with the kind of fault tolerance and assured delivery that business users expect.

In short, it was never designed to be such a free-wheeling adult. It was designed to support only a few military sites under the unusual conditions of full-scale nuclear war, with very low expectations of any one message reaching its destination.

However, the vast numbers of Web users are beginning to overwhelm the Net's connections, and it's too late to turn back. Already, the Internet has suffered brown-outs, where service was delayed or horribly slow, and in the near future, these may expand to full-scale black-outs.

To add to the strain, the Internet has become a business tool. Every day, thousands of persons in business, government, and academia exchange e-mail, browse catalogs, and buy products and services. There is even a new term, Intranet, to describe internal Internets that companies and colleges build on their own local-area networks.

SOURCE: This is a paraphrase and adaptation of: "White Paper: Lucent Technologies and the Internet: The Internet in History." Lucent Technologies, 1997. http://www.lucent.com/internet/wp1.html (August 19, 1997).

Activity 2: Navigating the Web: Treasure Hunt 1

The following Treasure Hunt is designed to take you on a trip on the World Wide Web using a Web browser. You will be taken to sites that are informative. Some questions will be asked which relate to these sites. These questions will relate to items on the site, and are intended to reinforce your navigating skills.

Many terms are online at the PC Webopaedia (http://www.pcwebopedia.com/) site for your reference. At PC Webopaedia, you can search for meaning and definition of terms.

You can tell the difference between a glossary term and a site URL. You will also find Hints and Navigating Tips that will be available after you have tried to answer a question on your own.

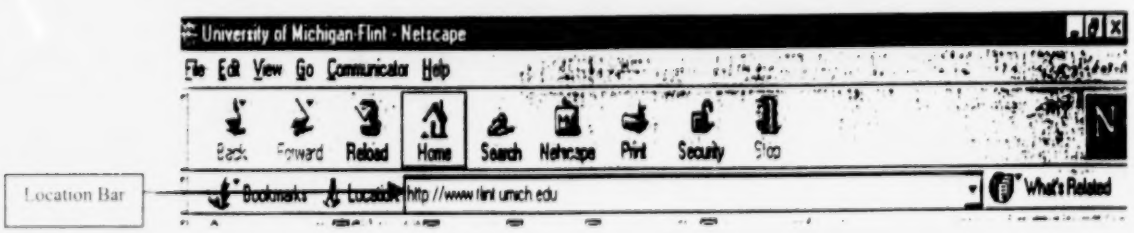
Another critical issue - how can you get back to the page where you were from a page to which you have traveled? Try the Back Button successive clicks of the Back Button.

Please, relax and enjoy your trip! You really cannot break the machine, and if you get stuck, ask for assistance! If you have suggestions, please put them on the comment sheets.

Question 1

The History Channel
Uses this URL: http://www.historychannel.com

Hint: Type the URL (Universal Resource Locator), http://www.historychannel.com. into the location bar.
To go to another page from the History Channel main page, move the mouse around until the pointer turns into a hand with a pointing finger. If you think the link that the hand is pointing to may contain the answer, click on it. If it doesn't have the information once you get there, click the Back Button.



Navigation Tips: This is the location bar. You will need to click in with your mouse to be able to type in the URL.

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Part A: What happened on this day in history? How confident are you that this information is accurate?

_____

Part B: What day is your birthday? _____Name two things that happened in history on the day you were born.

_____

Question 2

NASA
Uses this URL: http://www.nasa.gov

Hint: In the location bar, enter: http://www.nasa.gov
The title is found at the very top of the window. It is the name that appears when you bookmark a page. Bookmark the page to see if you have chosen the correct title.

Navigation Tips: To bookmark a page, click on Bookmarks icon in the tool bar and then choose Add Bookmark.

Part A: What is the title of the Homepage for NASA?

_____

Part B: What do you find on this page that would be helpful for Earth Science teachers? Please list three items.

_____

_____

_____

Click and open the menu under Bookmark. What are your options when you click this button?

_____ OR
_____ OR
_____

Select Add Bookmark, close the menu, and open the menu again to see what has happened. Check the bottom of the Bookmark List.

Question 3

Scholastic
Uses this URL: http://www.scholastic.com

Hint: Type http://www.scholastic.com into the location bar to answer the questions. Click to enter the Scholastic site. As you click to enter, note that there are several ways to enter the page. When you get to the next link one of your options will lead to a way to search this site. Please also look for the cursor arrow change to "hand".

Part A: Does Scholastic have more than one option of where to go to from their main page? How can you be sure of your answer?

_____

Part B: Does Scholastic have a model of How to Write an Advice Letter for teachers of expository writing? (Hints: Use **Search** at the left column on the screen.)

_____

Navigating Tips: This is the Status/Progress Bar. Hold the pointer of the mouse over several locations on the Scholastic page that is located at http://www.scholastic.com. At the bottom of your screen, you should be able to see the URL's of these links in this bar. Write down the URL that you see at one of these locations.

_____

Now move the mouse to various other links on this same page without clicking. Watch how the URL's in the Status/Progress Bar change from one location to the next. What do you notice about all the links on this particular page?

_____

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Click on any one of the options, and see if you can find a way to search this site. If you can, click on that option, and when you get a Dialogue Box or Search Field, click in with your mouse, and type in the name of the document that you have been asked to locate.

Question 4

The Guitar Net
Uses this URL: http://www.guitar.net

Part A: Type http://www.guitar.net into the location bar. Do not press Enter or Return yet. What does the Stop button look like?

What does the "N" button in the upper right corner look like?

Part B: Read this entire question and then press Enter or Return. After pressing Enter or Return, what does the Stop Button look like?

What does the N Button look like now?

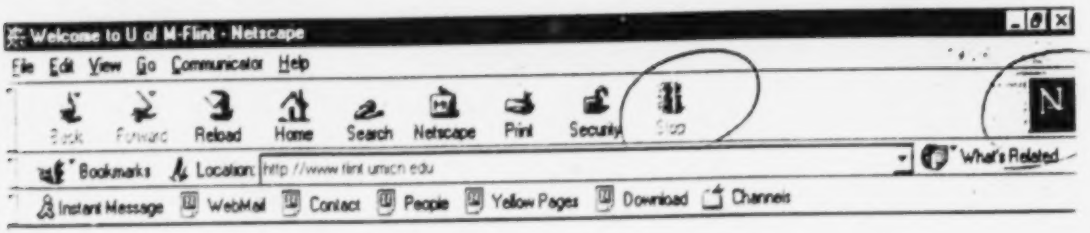
Press the Stop Button. What does the browser display?

Part C: What happens when you click the Reload Button?

While you are on this page, click on Audio clip of this chord. What happened?

Part D: What kind of computer was used to create this site?

Navigating Tips: Circled here are the Stop Button and the "N" Button - which happens to be the logo for Netscape.



Navigating Tips: After you have clicked on Audio clip of this chord, you will need to wait while the file is downloaded to your machine. When you see the window above, click on the arrow, and listen. Do you agree with the author of the web page? Is this the saddest chord?

Question 5

Bellingham Schools
Uses this URL: http://www.bham.wednet.edu

Hint: Type http://www.bham.wednet.edu into the location bar and press Enter or Return.

Part A: What rules are available here about web use? How are these important for educators?

Part B: Take a minute to visit a Virtual Museum on the Bellingham site. Write the name below of the one that you visited. How can this type of activity be applied to your lesson?

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Question 6

Teacher's Guide to the Professional Cartoonist
Uses this URL: http://www.eagle.com/teacher

Part A: How can you use editorial cartoons in the classroom and where can you find them online?

_____

Part B: Quote from the site:

> *"The most compelling use of editorial cartoons is to interest students in discussions of current events. Since the cartoons are constantly updating, students will see the themes change to reflect the issue of the day -- for example, recently the cartoonists all drew cartoons about the Mars Pathfinder mission, cloning sheep, and the problems on the space station MIR -- science teachers should check our site when science is in the news."*

For which subject areas could you find lesson plans on the site?

_____

Question 7

The Flint Journal On-line
Uses this URL: http://fl.mlive.com

Hint: On the Flint Journal Sité,

1. Explore the Link that says "Today's Top News."
2. Look at the left frame and try the "Week at a Glance" link under News
3. What happens when you go to the bottom of the left frame and fill in any word in the "Search our Site" box. Don't forget to select the Flint edition of the paper in the pull down menu above the search dialogue box.

This should help you to answer the question in Part A.

Part A: Name three ways that you can see what local reporters have written about community matters.

_____
_____
_____

Part B: Name a major Flint event that has a web site devoted to same-day coverage.

Part C: What is today's weather in Flint?

Navigation Tips: Click on the weather box in the blue classified at the right side of the screen.

Part D: Can you find an out-of-state city's weather? Can you find an out-of-country city's weather? If yes, please write down the name of the city and its weather.

Question 8

Discovery Channel
Use the URL: **http://www.school.discovery.com**

Part A: What types of classroom activities does the Discovery Channel have for teachers?

Part B: Look at the menu on the left of the Discovery Channel main page. Click on the link that will allow you to get a free copy of the Educator's Guide. See if you can register on-line for this book.

Question 9

Teachers helping Teachers
Use this URL: **http://www.pacificnet.net/~mandel/**

Part A: Does Teachers Helping Teachers offer any lesson plans?

Part B: What does the counter information tell you about this site?

Activity 3: Treasure Hunt 2: Searching Via Search Engines

Definition of Search Engine

A program that searches documents for specified keywords and returns a list of the documents where the keywords were found. Although search engine is really a general class of programs, the term is often used to specifically describe systems like Alta Vista and Excite that enable users to search for documents on the World Wide Web and USENET newsgroups.

Typically, a search engine works by sending out a spider to fetch as many documents as possible. Another program, called an indexer, then reads these documents and creates an index based on the words contained in each document. Each search engine uses a proprietary algorithm to create its indices such that, ideally, only meaningful results are returned for each query. (Adopted from Webopedia, http://webopedia.internet.com/TERM/s/search_engine.html)

Instructional for Searching with Search Engines

The following Treasure Hunt is designed to help you explore some of the search engines that are available for you to use over the Internet.

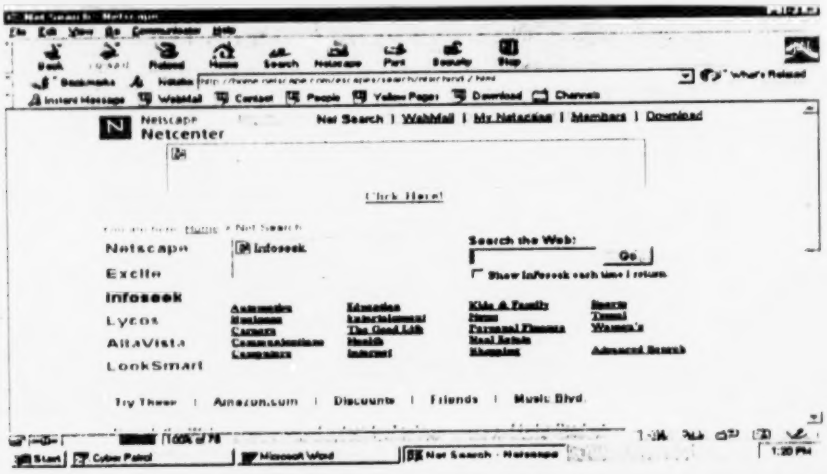
For each question, you will be asked to complete some information, and you will be provided with some information that may make your search easier. Try to fill in the information completely, so you will have a valuable off-line reference.

The most important thing for you to be able to do is to get an idea of the kind of information and the manner in which it is accessed and displayed by each search engine. Each may yield different results, and it is important for you to know why. You will learn how to refine your search in the next lesson.

Question 1:
How many search engines are available? (circle one)

1. One
2. A few
3. Ten to 20
4. Hundreds

Navigational Tips:
Click on the Search icon in the toolbar. Then the following window with search engine tools will appear.



Hint: There are a few search engines that are used most frequently. These few of the most-used search engines provide you the ability to search on general information. At the same time, there are literally hundreds of search engines for specialized areas such as health, finance, travel, education and others. By learning about the general and specialized search engines, you can become a very effective Internet researcher!

Question 2

What are some popular general Internet search engines (include the site name and URL in your answer)? The first one is completed for you.

Engine	Name	URL
Engine 1	Yahoo	http://www.yahoo.com/
Engine 2		
Engine 3		
Engine 4		
Engine 5		

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Question 3

Part A: What do these URL suffixes mean? The first one is completed for you; notice that the suffix .com designates a ***commercial site.***

Suffix	Type of Site
.com	Commercial
.org	
.gov	
.net	
.edu	
others	

Hint: The term URL suffix refers to the last three letters of an Internet address. For example, the Excite search engine address www.excite.com has the suffix .com.
You must always view information you acquire from the Internet with a discerning attitude. When you get information from the Internet, it is similar to getting information from a book or newspaper; it is always a good idea to ask yourself the question, "Who put this information here and why do they want me to look at it?"

Part B: Judging from the suffixes of the search engine addresses you wrote down in question 2, the search engines you looked at are what type of sites?

_____

Please complete the following searching activities via search engine tools.

Question 1:

Weather Watch on the Web

Go to Search Engine home page, click on **Lycos** to go to Lycos Web page. Then, click on **Weather** in the categories

Part A: Click on **United States, City Forecast Summary**. What do you get?

_____

Part B: Click on **International, City Forecast Summary**. What do you get?

_____

Part C: Now, enter "Flint" in the city box and "MI" in the State box. What is the weather in Flint?

_____

Navigational Tips: You have to scroll down in order to the see the city and state entering boxes.

Question 2

Making a Map or Driving Direction on the Web

Go to Alta Vista home page (http://www.altavista.com/). Then, click on **Maps** at the right hand side of Specialty Searches.

Part A: Enter your home address. What do you get?

_____

Part B: Click on the Find Driving Direction, Enter "Flint, MI" in Start session, and "Miami, FL" in the End session. What do you get?

_____

Question 3

Looking for a Michigan School Homepage
Go to Yahoo home page ((http://www.yahoo.com/).

Part A: Enter "Michigan Schools" in the entering box, click on Search. How many hits do you get?

_____

Part B: Can you find a K-12 school home page? If you do, please write down the name of the school.

_____

Activity 4: Legal and Ethical Issues

Instructions:

Put an "X" mark on the continuum where the action best fits. Explain your responses.

Legal	Grey Area	Illegal	Action
			1. Copy a graphic from a commercial site for your own web page.
			2. Give your password to another user
			3. Use someone else's account
			4. Download software
			5. Use clip-art from your library to your Web page
			6. Borrow software from a school network
			7. Crack a password
			8. Modify / install software on a school computer
			9. Scan text from a book
			10. Put your picture and full name on a web page
			11. Download serial numbers or passwords
			12. "Borrow" hardware components
			13. "Make a copy of purchased software for another user
			14. Copy a program, but say you wrote it.

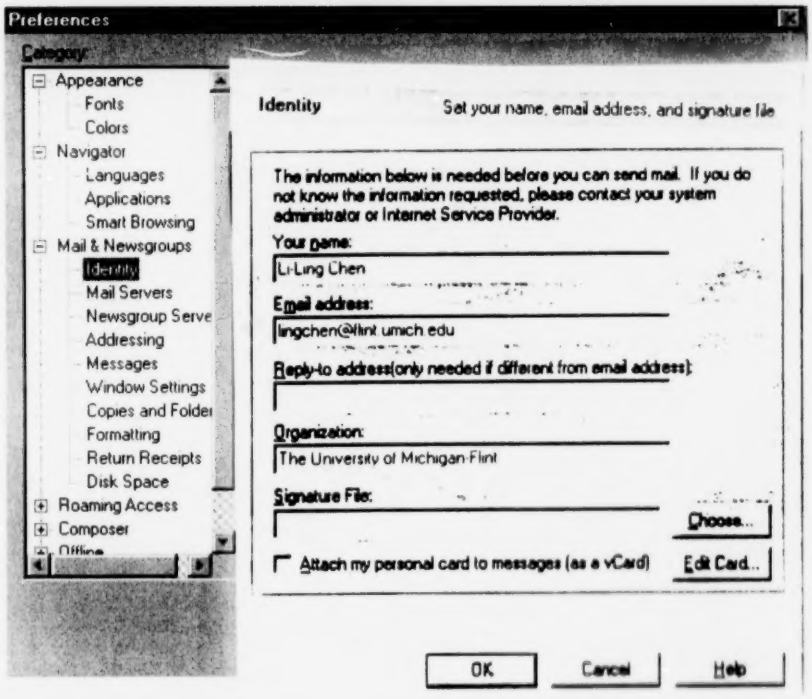
Note: You may check Copyright Management Center (http://www.iupui.edu/it/copyinfo/) or NEA Addition Resources (http://www.nea.org/neatoday/9711/cpyright.html) for some copyright information

Session II

Telediscussing

Activity I: Email on the Web

You can send and receive email via the Web. To conduct the regular email functions, you have to identify your email account and server under the menu bar, **Edit, Preferences**. Then, you will see the following window. Please enter your name, Email address, and affiliation into the appropriate boxes.



After this, please click on **Mail Servers** under the **Mail & Newsgroups** in the left category box. The following window will show:

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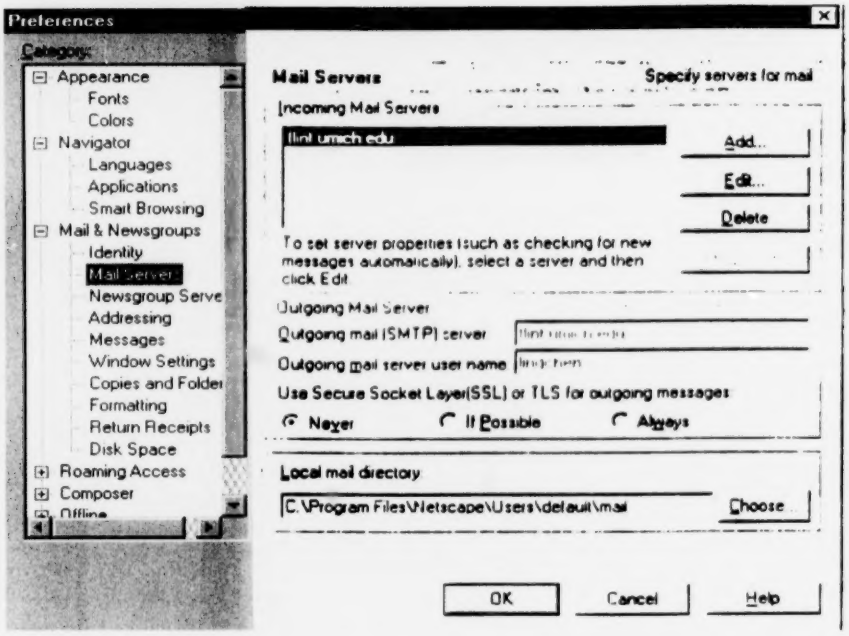

Click on the Edit button to add, **admin.beecher.K12.mi.us**, into the server name box. Enter your username into the User Name box. Then click OK.

You will go back to the above window. Please enter, **admin.beecher.K12.mi.us,** into the SMTP server box, and your username in the Outgoing Mail server username box. Click OK.

Now, you are ready to send and receive email on the Web!

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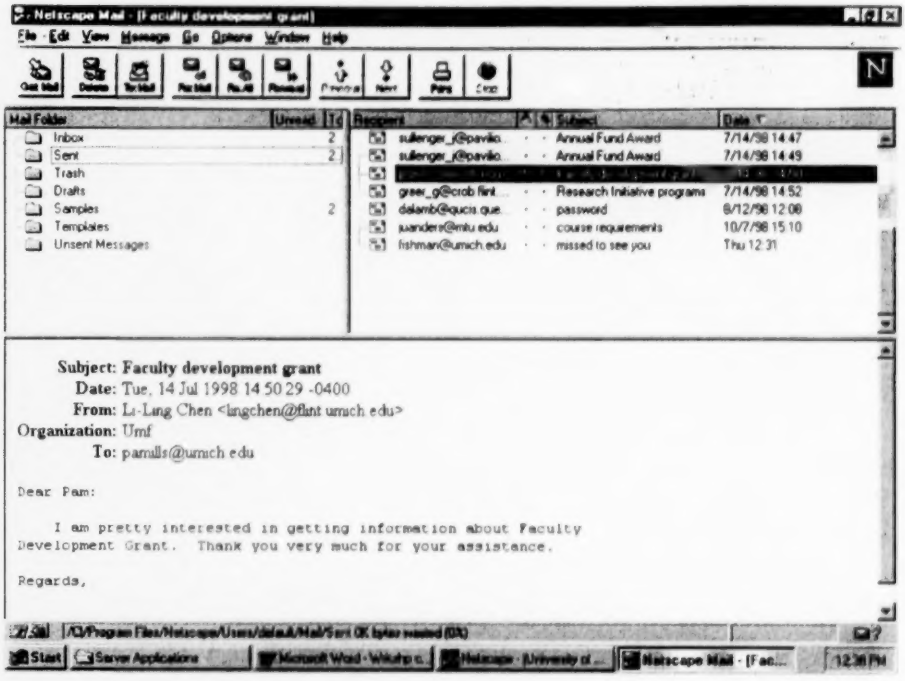
Click **Messenger**, under **Communicator**, You will see the following window.



Click on **New Message** to compose and send an email.

Click on **Get Message** to read your incoming emails.

Click on **Sent** to check the email you have sent out.

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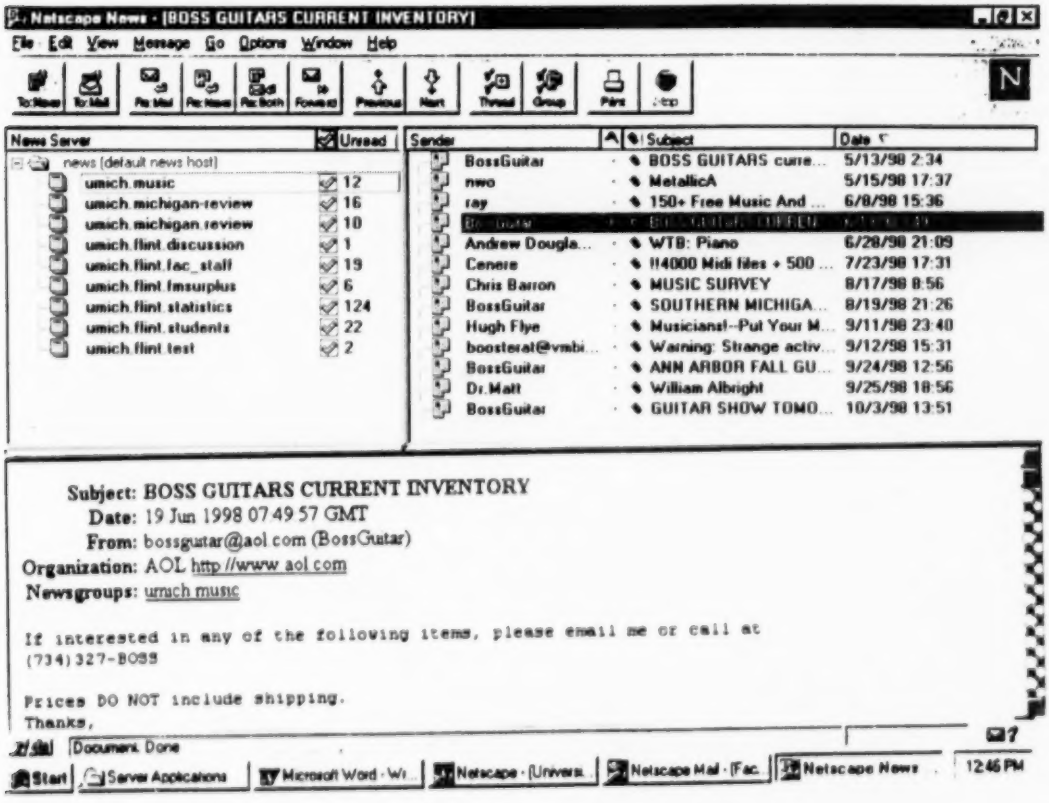
Activity II: Usenet & Newsgroups

Definition:

A worldwide bulletin board system that can be accessed through the Internet or through many online services. The USENET contains more than 14,000 forums, called newsgroups, which cover every imaginable interest group. It is used daily by millions of people around the world.

To subscribe a specific discussion group on the Web, please click under Window, Netscape News.



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Activity 3: Listserv

Definition:

An automatic mailing list server developed by Eric Thomas for BITNET in 1986. When e-mail is addressed to a LISTSERV mailing list, it is automatically broadcast to everyone on the list. The result is similar to a newsgroup or forum, except that the messages are transmitted as e-mail and are therefore available only to individuals on the list.

LISTSERV is currently a commercial product marketed by L-Soft International. Although LISTSERV refers to a specific mailing list server, the term is sometimes used incorrectly to refer to any mailing list server. Another popular mailing list server is Majordomo, which is freeware.

Demonstration Site:

EdWeb

http://edweb.gsn.org/

EdWeb offers a collection of the best online educational resources available for K-12 students. These resources include newsgroups (public messages posted for everyone to see), listserv discussion groups (these are like private newsletters; you subscribe to a group focusing on specific topic and then receive the latest news and views on that topic by email), and electronic journals.

Navigation Tips: To get to these groups, click ***Home Room*** at the bottom of the page, scroll down, and click ***Educational Resource Guide***.

When you reach the EdWeb K-12 Resource Guide, click USENET newsgroup for lists of more than three dozen newsgroups for teachers and kids. The newsgroups focus on every subject in the K-12 curriculum, including social studies, art, music, business education, health and physical education, math, and many others. You can read what other teachers think and, if you wish, write messages of your own.

You can click Listserv Discussion Groups and E-Journals to find a long list of education-centered private newsletters (mailing lists) to which you can subscribe. There is a mailing list for about every topic of interest to K-12 educators.

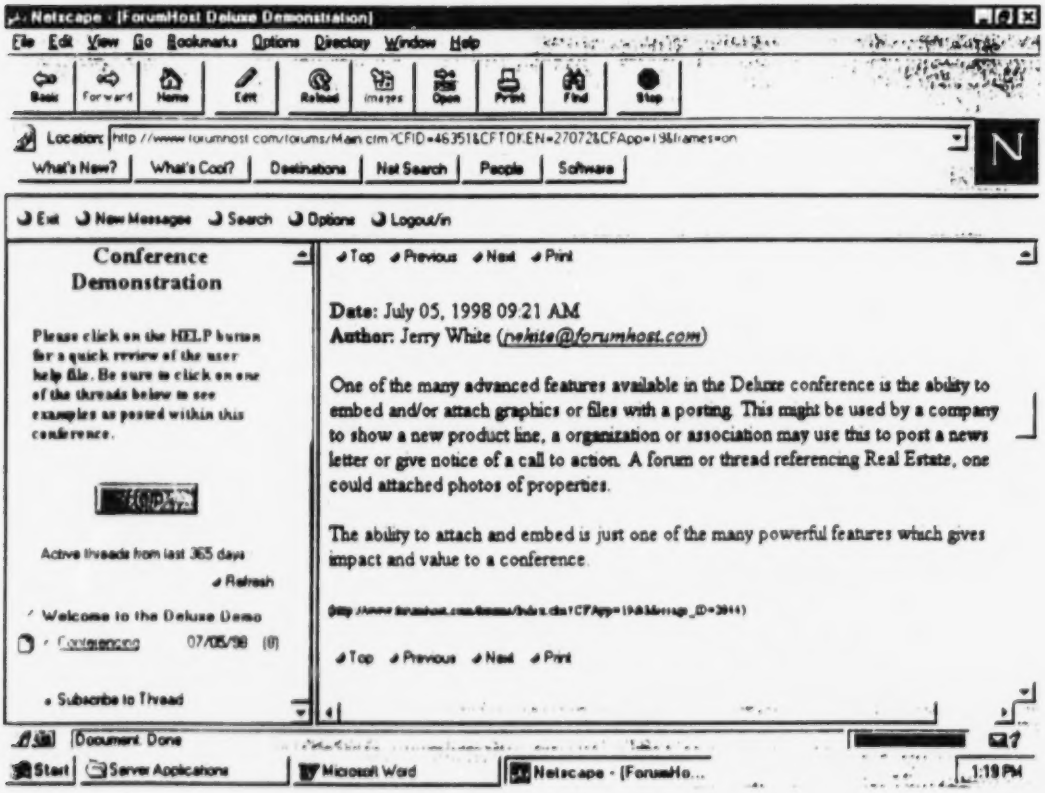
Activity 4: Web Conferencing

Definition:

An online discussion group. Online services and bulletin board services (BBS's) provide a variety of forums, in which participants with common interests can exchange open messages. Forums are sometimes called newsgroups (in the Internet world) or conferences.

Demonstration Site:

http://www.forumhost.com/


Netscape - [ForumHost Deluxe Demonstration]
File Edit View Go Bookmarks Options Directory Window Help
Back Forward Home Edit Reload Images Open Print Find Stop
Location: http://www.forumhost.com/forums/Main.cfm?CFID=46351&CFTOKEN=27072&CFApp=1&frames=on
What's New? What's Cool? Destinations Net Search People Software
Exit New Messages Search Options Logout/in
Conference Demonstration
Please click on the HELP button for a quick review of the user help file. Be sure to click on one of the threads below to see examples as posted within this conference.
Active threads from last 365 days
Refresh
Welcome to the Deluxe Demo
Conferences 07/05/98 (0)
Subscribe to Thread
Top Previous Next Print
Date: July 05, 1998 09:21 AM
Author: Jerry White (rwhite@forumhost.com)
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The ability to attach and embed is just one of the many powerful features which gives impact and value to a conference.
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Start Server Applications Microsoft Word Netscape - [ForumHo... 1:19 PM

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Activity 5: Live Chat on the Web

Definition:
Online chat means real-time communication between multiple users via computers. Once a chat has been initiated, either user can enter text by typing on the keyboard and the entered text will appear on the other user's monitor. Most networks and online services offer a chat feature.

Demonstration Site

World Village Chat
http://www.worldvillage.com/wv/chat/html/chat2.htm

The Web site provides four options of live chat: JavaChat, IRC Chat, Chat on WebTV, and ICQ. There is a free trial version of ICQ chat for a limited period of time.

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Session III

Teleteaching

Activity 1: Teleteaching Strategies

What can students do on the Web?

- Take virtual tours of museums, cities, and foreign countries
- Give students access to the latest information
- Allow students to participate global projects
- Bring experts from numerous fields right into the classroom (ask an expert)
- Interact with people from around the worlds, via email, newsgroup, listserv, chat, live video, audio, and so forth.
- Post information for the World to see
- Conduct a research on specific topic and make a report or write a paper.

What can teachers do on the Web?

- Identify and provide appropriate educational resources for their students
- Post their lesson plans on the Web to share with other professionals.
- Initiate the opportunities of allowing students to participate external or global projects.
- Preventing students' access to adult materials on the Web.
- Download images or files from the Web for instructional purposes

What learning activities could happen on the Web?

- Group Instruction — Apply the Web as a demonstration tool for illustrating information for whole class.
- Cooperative Learning: — Assign students in small groups and conduct research study on a certain topic.
- Individualized Learning: — Allow each student to look for certain information in certain subject area and then have the student make a report.

Activity 2: Tips you should let your students know when you bring them on-line

- Be a little cautious. You're not going to know as much as you'd like about those you meet on-line.
- Be aware that people may not always be who they appear to be. Someone who claims to be a 12-year-old girl could actually be a 40-year-old adult.
- Keep personal information private. Don't give your address and phone number to strangers. Children should ALWAYS have their parents' permission before communicating personal information.
- Don't give out your parents' names either.
- Never agree to meet on-line friends face-to-face without asking permission from your parents first.
- Never send photos of yourselves to anyone on-line either.
- NEVER give out your password. Be skeptical of people on-line who ask for your password. Refuse such requests. It's also a good idea to change your password frequently.
- Don't automatically believe everything you read. Most people you talk to on-line will be sincere and readily offer information and advice, but that doesn't make them experts.
- Be courteous. Other on-line users can't hear your tone of voice or see your expression. They know only what you type.
- If someone is sending you email or chat requests that makes you feel uncomfortable, log off and tell your parents to teacher.
- Treat strangers on the Internet the same way as you would treat strangers on the street.
- Be sure you have your students fill out a school waiver or surfing agreement when using Internet at school.
- Before downloading and printing articles check length.

Activity 3: Web Site Evaluation

With millions of pages on the Web purporting to serve educational purposes, how do educators sort out the good from the bad, the useful ones from the time-wasters? Librarians and other information specialists share their expertise in evaluating Web information resources in the articles listed here. Included in this resource guide is a checklist of questions to ask when evaluating a Web site as a potential educational resource. More checklists are available in the articles cited.

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A Checklist of Questions for Evaluating Web Sites

Who is the author/source?

What are the author's reputation and qualifications in the subject covered?

Is the information on the site accurate?

Is the information presented in an objective, balanced manner?

How does the site compare with other sites on the same subject?

Does the site contribute something unique on the subject?

Is the material on the site covered adequately?

How current is the information?

Is the site appropriate for the intended audience?

Is the information well-written?

How stable is the connection to the site?

How well is the site maintained?

Does the site tell you when it was last updated?

If there are links to other sites, do they work?

Is it easy to move around and locate information on the site?

Does the site require additional software or hardware?

Do illustrations, video, or audio add value to the site?

Note: The above information was adopted from (URL: http://www.unc.edu/cit/guides/irg-49.html) Maintained by: Carolyn Kotlas Center for Instructional Technology, Academic & Technology Networks, University of North Carolina at Chapel Hill

Educational Web Sites Evaluation Form

Use this form to record complete information on educational Web sites you discover as you explore the World Wide Web. The information can be used to help you evaluate the site's usefulness in terms of your own particular needs.

Site Name: _____ Site Address/URL: _____

Check all the categories that describe the site:

___ Student Reference
___ Data Source
___ Student Projects
___ Teacher Reference
___ Question/Answer
___ Access to an Expert
___ Interactive
___ Other _____
___ Newsgroup
___ Professional Information
___ Connections to other projects

Grade Level (Mark all that apply):

K 1 2 3 4 5 6 7 8 9 10 11 12 T

Educational Setting (Mark all that apply):

___ Individual students
___ Student groups
___ Downloadable content
___ Interactive time necessary
___ Completely interactive

Subject Areas (Check all that apply):

___ Language Arts
___ Mathematics
___ Careers
___ Health education
___ Social Studies
___ Arts
___ Business
___ Physical Education
___ Science
___ Music
___ Foreign Language

Rate the Site Performance:

	Exemplary	Adequate	Unacceptable
Content			
1. Is it correct, accurate?	___	___	___
2. Is it from an authoritative source?	___	___	___
3. Is it free from stereotypes and bias/	___	___	___
4. Is this the best medium for this information?	___	___	___
5. Do the images enhance the content	___	___	___
Educational Value			
1. Is the information useful?	___	___	___
2. Is the information readable by students?	___	___	___
3. Is the information available elsewhere?	___	___	___
4. Can students collaborate with other sites?	___	___	___
5. Can teachers share results/	___	___	___
6. Does the site respond to student questions?	___	___	___
Technical Quality			
1. Does the site work the way it is intended to work?	___	___	___
2. Do all the links work?	___	___	___
3. Is the home page concise and quick to view?	___	___	___
4. Are lengthy picture files saved for later pages?	___	___	___
5. Is the menu clear, informative, and current?	___	___	___
6. Is the navigation for the site obvious?	___	___	___
Overall Rating	___	___	___

Activity 4: Censorship & the Web

Strategies to prevent your students accessing inappropriate materials on the Web:

1. ***Internet Surfing Agreement***
   You or your school district should develop an Internet surfing agreement that should specify all of the navigation policy. Have your students' parents or guardian sign the agreement before bringing your students on the Web.

2. ***Set security system in the classroom computers.***
   Set username and password in all of your classroom computers. Therefore, your students won't be able to access to the Web while you are not in your classroom.

3. ***Install filtering software in your classroom computers***

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Software for Filtering Web Materials

1. Cyber Patrol
   http://www.cyberpatrol.com/
   Cyber Patrol is the Internet filtering software rated the best by industry and leading magazines. Cyber Patrol is used to manage Internet access, limit the total time spent online, and restrict access to Internet sites that you deem inappropriate.

2. SurfWatch
   http://www.spyglass.com/showcase/surfwatch.html
   Protect your kids on the Web. Surfwatch is the first software product that blocks sexually explicit material on the Internet.

3. SurfControl
   http://www.surfcontrol.com/
   SurfCONTROL is a family of products, specifically designed for business. It gives you the management tools to monitor, control, report and manage 'who can do what, when and how?' with all your Internet and Intranet services

4. Net Nanny
   http://www.netpartner.co.uk/netnanny/
   Net Nanny allows you to monitor, screen and block access to anything residing on, or running in your PC, whether you are connected to the Internet or not, and in real time.

5. Web Sense
   http://www.netpartners.com/products/index.html
   WebSENSE is designed to promote professional use of the Internet by effectively allowing an organization to monitor, report and manage internal Internet use. It gives you the flexibility to fine-tune your Internet access policy. You can choose to monitor, block or screen (the combination of both). With WebSENSE in place, you'll easily minimize unprofessional Internet use.

6. WizGuard
   http://www.wizguard.com/
   Windows 95 software to block and monitor access to pornographic web sites. Free trial version available.

Activity 4: Testing on the Web

Evaluation is an essential part in teaching and learning process. Electronic testing via the Web provides an promising new form of evaluation in instruction. Following are the Web sites containing with Web-based testing:

1. Simple On-line Interactive Test-generator (SOIT)
   http://www2.ncsu.edu/ncsu/cals/soit/

This tool makes it extremely easy to generate Web-based interactive multiple-choice tests and quizzes. Students have responded very enthusiastically to the opportunity to work through tests at their own pace, and receive immediate feedback. Using this tool, instructors can optionally choose to receive an e-mail message describing each student's test results in detail, or else design the tests to be completely anonymous.

2. Internet-based Training with IBT Author
   http://ibt.testprep.com/

Docent Software Inc. is the creator of IBT Author, an enterprise-level software solution that allows organizations to create, deliver and administer training and assessments on the Internet and/or corporate Intranets.

3. Exam Writer v.0.1
   http://ibt.testprep.com/

Easy to use resource which allows teachers to create multiple choice tests on the Web. It doesn't require that you have access to a Web Server.

4. Trivia Quiz
   http://osiris.sund.ac.uk/online/quiz/quiztime.html
   A 25 question multiple choice quiz open to everyone on the web

5. Vice Presidents Trivia Quiz
   http://www.catsdogs.com/veepquiz.html

6. The Interactive Pub Quiz
   http://dspace.dial.pipex.com/mcinroy/quiz.htm

Session IV

Teleauthoring

Activity 1: Planning a Lesson

Lesson plan guidelines:

Section:	Instructions:
Title of Page	This is the title that will appear in the browser's "bookmark."
Lesson Title / Main Header	This is the first heading that appears on your actual page.
Lesson Objectives	What do you want to accomplish with this lesson?
Lesson Audience	For whom is this lesson intended - could include grade level
Information about your lesson / Body Text	This is where you write enough information about your lesson that we would know how to duplicate it. This can include a general description, time frame, materials, etc.
URLs to support your lesson	You really are not expected to know these before you come to class. If you wish, you can leave this section blank.

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Activity 2: Graphic Resources

Graphic Resources on the Web

1. Axem Textures
   http://axem2.simplenet.com/heading.htm

2. Boersma's Clicp arts
   http://www.ecn.bgu.edu/users/gas52r0/Jay/home.html

3. The Clip Arts Universe
   http://www.nzwwa.com/mirror/clipart/index.html

4. The Clip Arts Connection
   http://www.ist.net/clipart/index.html

5. Prinzess Graphic Collection
   http://www.acadiacom.net/graphics/

6. Leo's Icon Archives
   http://www.silverpoint.com/leo/lia/

Activity 3: Web Page Development with Netscape Communicator Composer

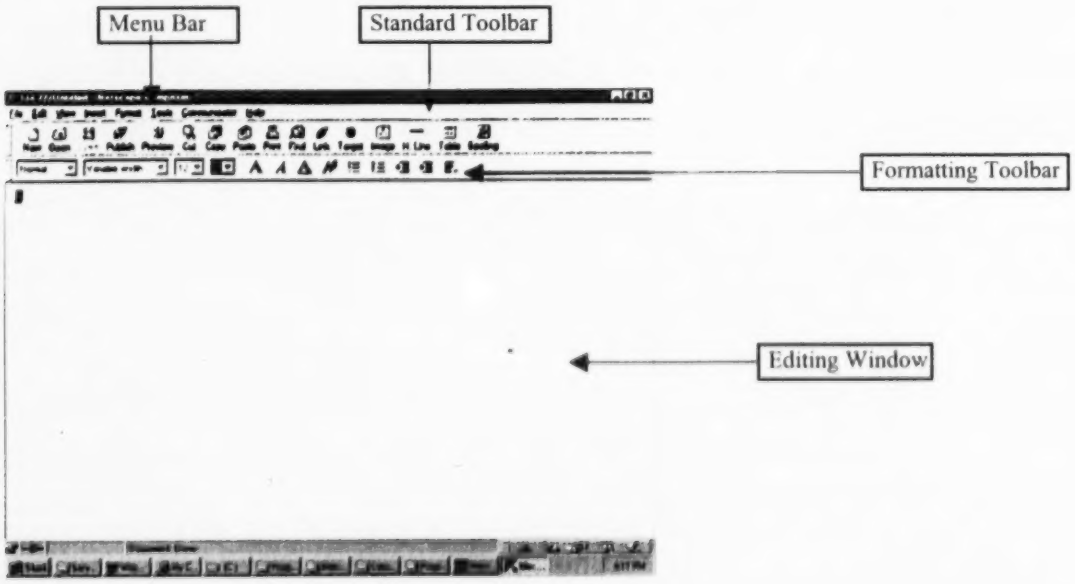
Objectives:
After the workshop, learners will be able to create a decent personal homepage, locate clip arts resources, insert a graphic, create a table, and making links.

What is Netscape Communicator Composer?
Netscape Composer is an embedded HTML editing software with Netscape Communicator. When you are in the Netscape Communicator, click under Communicator, Composer. Then, the following window will show. Its icon-based interface automates many of the time-consuming tasks involved in building web pages. When you open Netscape Gold Editor, the following design window appears.

Technology Tips: Opening the page in Composer

Go to the **File menu**.
Select **Edit Page**.

Now, you should have this page opened in Composer.



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Composer is just like a word processor. The easiest way to learn it is to just have some fun and explore it. I've given you some ideas.

Important: You must save this document every five to ten minutes.

To Save a Document:

1. Move your mouse arrow to the File menu located in the upper left of the screen and click once with the left mouse button.
2. Move your mouse arrow and select Save.
3. You may use Save As to save a new html file. In the entry box located to the right of File name enter a new name for the file. You should call it "lastname".htm.

Technology Tips: Working with text

Type some text and center align it horizontally in the space below. It doesn't matter what you type.

Hint: If you don't know what the icons mean at the top of Composer - rest your mouse over each icon for a few seconds.
This icon looks like a bunch of lines and uses the word "alignment".

Oops - I forgot to bold and italicize the word "Hint". Can you do that for me?

Technology Tips: Inserting a graphic

Now, put a graphic into the page.

Hint: Point the mouse arrow over the graphic. Click the right mouse button. Read through your options and select one that will let you have a copy of this image. If you don't like these options, try copy and paste under the Edit Menu. (You need to select the item that you plan to copy - before you copy it!) If you need to select a graphic - click your left mouse button on it - while in Composer. You can also try the "drag and drop" method.

Hint: Click your mouse on the graphic icon (called Insert Image) or select Image from the Insert Menu. Remember! the flashing cursor needs to be in the box where you want to place the image/graphic. This will give you an even more sophisticated way to insert the image. With this as your method, you can even size the graphic/image
which is usually done in the number of pixels in the graphic.

Technology Tips: Working with tables

Put a 3 by 5 table in the space below. That means rows and columns - not inches!

Remember! the flashing cursor needs to be where you want to place an image/graphic, text or table. Play with the Border Line Width. (Small hint -Once you've created the table, point the mouse arrow at it and right mouse click - Table Properties)

Hint: Once you have created a table and would like to change the Table Properties, you do not need to click on the Table icon again. Try pointing at the table and using the right mouse button.

Put a 3 by 5 table in the space below and see if you can change the background color of the table! Can you change the background color of only a few cells and not the entire table?

Hint: This may be a tough one. Remember the right mouse click and the Table Properties and hunt for an option. Now, look for a place where you can change either a Row or a Cell.

Hint: You may want to go to the Edit menu and select HTML Source. This will bring up an option to select a text software program in which to view the code. Brace your self for a challenge if you take this route, but it will enlarge your horizons if you do not know HTML.

I created the table below, but I made too many rows. Can you delete one of the rows for me?

Oops, what a minute. I did need 4 rows. Can you go back and add a row?

Hint: Place the flashing cursor in the Cell at the lower right hand corner of the table and hit the Tab Key. What happened?

I created the table below, but I made too many columns. Can you delete one of the columns for me?

Oops, again. I did need 6 columns. Can you go back and add a column for me?

Technology Tips: Put a horizontal line.

Can you check your spelling?
Hint: Check Spelling is a tool.

Make a numbered list in the space below. Maybe list your top five records of all time.

Make an unnumbered, bulleted list in the space below. Maybe list the things you need to get at the grocery store.

Change the size of this text.

Change the color of this text. Highlight it first.

Hint: Look to the right of where you can change the size of the text.

Technology Tips: ***Inserting a link***

Hint: Remember, words on web pages that are underlined and in a different color are Links to other web pages. What graphic on the tool bar at the top of the screen will let you create a link? Need some more help? Highlight the Link in the right box then click on the Link (chain) icon in the Tool Bar to see what information was used to create the Link.

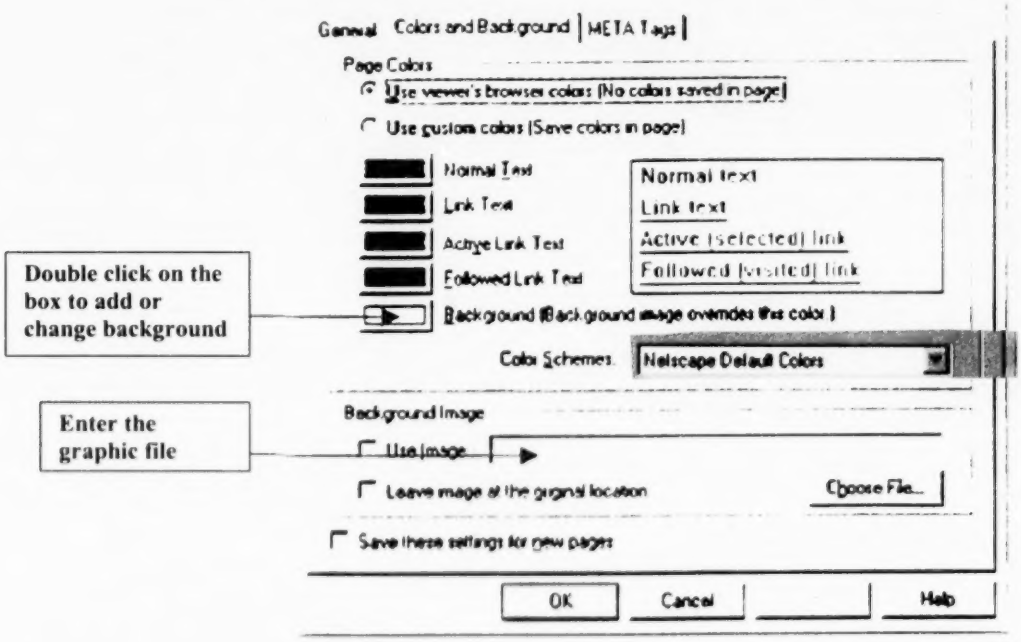
Try creating a few links of your own. You may write down names of links and its URLs in the following:

Name of the Web site	Address/URL

Technology Tips: Change a background color

To add a color in your background, click under Format, Page Color and Properties. Then click at the label named Colors & Background. At the middle of the appearance window, click on background box, and then you can choose any color you like.

To insert a background graphic, at the bottom of the above-mentioned appearance window, in Background Image box, choose use image and then enter file name of the image you would like to apply in your home page (You may refer to the following page).



Technology Tips: Viewing your page

Hopefully you have been saving your page as you go along! If not, then do that now.

Hint: Would you like Composer to automatically save for you ever so often? Select Preferences under the Edit Menu. Single left click on Composer and ask the program to Save for you! While there - enter your own name as the author if you like!

Go to the File Menu - and select Browse Page. (That is a new window in Netscape Communicator.)

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Glossary

ANSI	American National Standards Institute
ARPA	In the late 1960s, the U.S. Advanced Research Projects Agency (ARPA) launched another of its many serendipitous explorations of interesting technologies: to create computer hardware and software to this packet-switching network to experiment with what they did build. The goal was to economize on the use of "long-haul" broadband telephone lines (long-distance leased lines, which were much more expensive back then). Then initial intent of the network was to connect a handful of heterogeneous computers among geographically dispersed locations. This network became named the ARPAnet.
AUP	Acceptable use Policy
Active X	One of Microsoft's versions of a scripting language for the Internet. This only works on machines running Windows 9X or Windows NT.
Applet	A small program written in Java programming language.
Button	A picture on the screen or a device on the keyboard that does something when it is clicked or pressed.
Bit	The smallest unit of data for computer data
Bookmark	The address of a Web page to which you may want to return. Netscape navigator lets you maintain a list of bookmarks to make it easy to go back to your favorite Web pages. Also called "favorites."
Browser	The software interface to the World Wide Web. A program like Netscape navigator or Microsoft Internet Explorer, based on NCSA Mosaic.
Byte	A group of eight bits.
CERN	Organization Europeenne pour la Recherche Nuclearie
CGI	Common Gateway Interface. A program that runs on the server computer for processing data submitted via Web pages, for providing dynamic web content, etc.. These can be programmed in almost any language, such as PERL, C++, JAVA, Visual Basic.
Click	What you do when you press on the mouse button.
Chat	To talk to other network users in real time.
DNS	Domain Name Server - A computer on the Internet that converts between domain names and IP address. Example: aol.com and 140.198.23.4
Dialogue box	A window with a few extras; an alert or message window which can either permit activity outside itself or deny clicking outside the dialog.
Download	To transfer a file from a remote to a local computer
Enter key	Key pressed to "enter" a command. Called "return" on Apple Computers

FAQ	Frequently Asked Questions
FTP	File Transfer Protocol
GIF	A compuServe Bitmap. One of two standard graphic formats on the World Wide Web. GIF graphics are restricted to 256 colors.
GUI	Graphical User Interface
HTML	Hypertext Mark-up Language, The language used to write pages for the World Wide Web. This language lets the text include codes that define fonts, layout, embedded graphics, and hypertext links.
HTTP	Hypertext Transfer protocol. The way in which WWW pages are transferred over the Internet. URL's for Web pages start with http://.
Homepage	The entry page, or main page, of a Web site. If you have a home page, it's the main page about you. A homepage may contain links to other Web pages.
IP	Internet Protocol
ISP	Internet Service Provider
Internet	Generally, any collection of district networks working together as one.
Image	Data representing a two-dimensional scene. A digital image is composed of pixels arranged in a rectangular array with a certain height and width. Each pixel may consist of one or more bits of information, representing the brightness of the image at that point and possibly including color information encoded as RGB triples.
Intranet	An internet that is cut off from the Internet. All of the computers on the intranet can talk to each other, but they cannot talk to computers outside on the Internet
JAVA	A programming language, much like C++. This is not compiled in the usual sense for specific Operating Systems or microcomputers. It is turned into JAVA byte code for the JAVA virtual machine. The virtual machine is the only program compiled for a specific machine or OS. This, in theory, would like allow one version of a program to run on any machine with a JAVA Virtual machine.
JPEG	Joint Photographers Group image format. Designed for storing photographs, JPEG's are files that can store upwards of millions of color, and are one of two graphic formats standardized among WWW browsers.
Javascript	A scripting language that can cause your browser to do cool stuff. This works with Netscape and Internet Explorer.
Listserv	An automatic mailing list server developed by Eric Thomas for BITNET in 1986. When e-mail is addressed to a LISTSERV mailing list, it is automatically broadcast to everyone on the list. The result is similar to a newsgroup or forum, except that the messages are transmitted as e-mail and are therefore available only to individuals on the list.

Link	A hypertext connection that can take you to another document or another part of the same document. On the WWW, links appear as text or pictures that are highlighted.
Location bar	The text box near the top of the window in Netscape which shows the URL for the page you are viewing.
MacTCP	TCP/IP for the Macintosh.
Microsoft Internet Explorer	The Web browser vigorously promoted by Microsoft company
Netscape Communicator or Netscape navigator	A popular Web browser published by Netscape company.
PPP	Point-to-Point protocol
Progress bar	An indicator of progress of page download or other activity. The Netscape progress bar is located in the lower left of the screen.
Remote computer	A computer not located at your physical location. A computer that you are connecting to but you are not actually seated at its console.
Status bar	An indicator of status of page download or other activity. The Netscape status bar is located in the lower left of the screen.
Search Engine	A program that searches documents for specified keywords and returns a list of the documents where the keywords were found. Although search engine is really a general class of programs, the term is often used to specifically describe systems like Alta Vista and Excite that enable users to search for documents on the World Wide Web and USENET newsgroups.
Shareware	Computer programs that are easily available for you to try with the understanding that, if you decide to keep the program, you will send the requested payment to the shareware provider specified in the program.
Site	A location on the Internet/World Wide Web.
URL	Universal Resource locator. A standardized way of naming network resources, used for linking pages on the WWW.
Upload	To transfer a file from a local to a remote computer.
Usenet	A worldwide bulletin board system that can be accessed through the Internet or through many online services. The USENET contains more than 14,000 forums, called newsgroups, which cover every imaginable interest group. It is used daily by millions of people around the world.
WWW	A hypermedia system that lets you browse through lots of interesting information.
Web page	A hypertext document on the Web

Zone	The last part of an Internet host name. If the zone is two letters long, it is the country code in which the organization that owns the computer is located. If the zone is three letters long, it is a code indicating the type of organization that owns the computer.

Acknowledgment:

The author would like to thank Jahanna Brown in Genesee Independent School District, Michigan, for her permission in using the legal and ethical questions and the Internet terminology for the manual.